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ABSTRACT

This bibliography has been compiled to alert educators to parent education documents found in the ERIC microfiche collection and in journal literature. Abstracts of selected documents have been taken from "Research in Education (RIE)", and journal article citations from the "Current Index to Journals in Education (CIJE)". Included are published and unpublished studies on parent education which fall into two categories: training for parents of children from infancy to 3 years of age, and education for parents of preschool children. Some of these programs involve group meetings, or training sessions outside the home; others involving regular visits to the home by a teacher or paraprofessional who works with the parent and child on an individual basis. Also included are abstracts of documents suggesting specific activities for intellectually stimulating children at home, and a section concerned with establishing and running educational day care centers. A separate section is devoted to abstracts of studies concerned with the Appalachian Educational Laboratory Projects. (Author/AJ)

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PARENT EDUCATION: ABSTRACT BIBLIOGRAPHY

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Foreword

The Educational Resources Information Center/Early Childhood Education Clearinghouse (ERIC/ECE) is one of a system of 19 clearinghouses sponsored by the United States Office of Education to provide the educational community with information about current research and developments in the field of education. The clearinghouses, each focusing on a specific area of education, (such as early childhood, reading, linguistics, and exceptional children), are located at universities and institutions throughout the United States.

The clearinghouses search systematically to acquire current, significant documents relevant to education. These research studies, speeches, conference proceedings, curriculum guides, and other publications are abstracted, indexed and published in Research in Education (RIE), a monthly journal. RIE is available at libraries, or may be ordered from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Another ERIC publication is Current Index to Journals in Education (CIJE), a monthly guide to periodical literature which cites articles in more than 560 journals and magazines in the field of education. Articles are indexed by subject, author, and journal contents, CIJE is available at libraries, or by subscription from CCM Information Corporation, 909 Third Avenue, New York, New York 10022.

The Early Childhood Education Clearinghouse (ERIC/ECE) also distributes a free, current awareness newsletter which singles out RIE and CIJE articles of special interest, and reports on new books, articles, and conferences. The ERIC/ECE Newsletter also describes practical projects currently in progress, as reported by teachers and administrators. For more information, or to receive the Newsletter write: ERIC/ECE Clearinghouse, 805 W. Pennsylvania Avenue, Urbana, Illinois 61801.

INTRODUCTION

Early childhood educators are becoming increasingly aware that help given to parents of preschool children contributes greatly to increasing the learning potential of the disadvantaged child. By helping parents respond more effectively to the variety of needs of their young children, parents increase their ability to provide an environment which stimulates their children's growth. With the realization that a child's first and most effective teachers are his parents, numerous home teaching programs and parent education models have been developed.

This bibliography has been compiled to alert educators to parent education documents found in the ERIC microfiche collection and in journal literature. Abstracts of selected documents have been taken from Research in Education (RIE) and journal article citations from the Current Index to Journals in Education (CIJE). Included are published and unpublished studies on parent education which fall into two categories: training for parents of children from infancy to three years of age, and education for parents of preschool children.

Some of these programs are group meetings, or training sessions outside the home; others involve regular visits to the home by a teacher or paraprofessional who works with the parent and child on an individual basis. Abstracts of documents suggesting specific activities for stimulating children at home are included.

In addition, there is a section concerned with establishing and running educational day care centers, which includes articles on how to involve parents in the activities.

A separate section is devoted to abstracts of studies concerned with the Appalachian Educational Laboratory Project.

Major descriptors (marked with an asterisk*) and minor descriptors appear after each title. Descriptors are subject terms which are used in RIE and CIJE to characterize the entries and will help users of this bibliography to identify topics covered in the selections.

Most of the entries are available from ERIC Document Reproduction Services (EDRS) in either of two forms, microfiche (MF) or hard copy (HC). Each entry is assigned an ERIC Document (ED) identification number, which appears after the title information. Directions for ordering are given on the last page of the bibliography. Journal citations have an (EJ) identification number.

A few titles are not available through EDRS but must be ordered from the publishers, and addresses and prices are listed with each of these citations.

Programs for Parents of Children from Infancy to Age 3

A. Group Training for Mothers

From Microfiche Collection (RIE)

1. Badger, Earladeen D. Mothers' Training Program: The Group Process. Jul 69, 25p. ED 032 926

*Mothers; *Parent Education; *Program Descriptions; *Compensatory Education Programs; Tutorial Programs; Culturally Disadvantaged; Child Rearing; Parent Role; Infants; Parent Attitudes; Language Development; Parent Workshops

This study hypothesized that mothers from a low socioeconomic area could be trained by teachers to implement an infant tutorial program using their 1- to 2-year-old children as subjects. The 20 mothers recruited were ADC recipients or met the OEO proverty definition. Mothers agreed to attend a 2 hour weekly class to learn teaching techniques to be applied at home. Meetings were divided between child-centered activities (presentation of educational toys and materials) and mother-centered activities (discussions on child management and birth control). The second year program suggested mothers use positive reinforcement, show increased interest in learning, and give children experience in problem solving. Study results showed that the infants made intellectual gains on the Stanford-Binet and ITPA. Mothers showed much interest in the 2 year program, attended regularly, and became involved in paraprofessional teaching and Head Start. Teacher observations during home visits indicated that mothers' attitudes changed positively in respect to teaching their infants. The study concluded that parents must be included in programs for the disadvantaged and that the time variable is crucial to attitude change since it was the second year before mothers developed the self-confidence to use at home what they had learned in class.

2. Hamilton, Marshall L. Evaluation of a Parent and Child Center Program. Jun 70, 16p. ED 045 189

*Preschool Children; *Parent Participation; *Comprehensive Programs;

*Parent Child Relationship; *Stimulation; Intervention; Teacher Aides; Parent Education; Program Evaluation; Mexican Americans; Family Environment; Child Development; Disadvantaged Groups; Migrant Education; Migrant Child Education

In the particular intervention program described, children under 3 years of age are given a nursery school type of experience five days a week for eight or more hours a day, with program emphasis on stimulating retarded development. Mothers are given inservice training averaging 3 hours per week, stressing development of mothers' self-concept, general handling of the child, language development of the child, physical care, and development of child's gross and fine motor control. A minimum of 10 weeks of paid participation as a teacher aide is available for each of the mothers. Data are reported for an 11-month period on 18 families from two centers that primarily serve Chicano migrant families. Children were pre- and posttested on measures to determine motor, language, and social development and, in addition, a test was given to assess the stimulation potential of each child's home. Conclusions must be tentative in the absence of a control group, but posttest scores indicated a significant improvement in the amount and quality of developmental home stimulation. Subtest scores showed the greatest improvement in the areas of language development and developmental and vocal stimulation.

3. Mann, Marlis. The Effects of a Preschool Language Program on Two-Year-Old Children and their Mothers. Final Report. Sep 70, 67p. ED 045 224

*Language Development; *Parent Education; *Preschool Children; *Mothers; *Language Programs; Verbal Communication; Parent Child Relationship; Program Effectiveness; Concept Formation; Video Tape Recording; Syntax; Group Counseling; Evaluation Techniques

PS 00526

A study was made to determine whether a structured language program for 2-year-old educationally disadvantaged children and a complementary structured language program for their mothers would significantly affect the language behavior of mothers and children. Twenty-four lower socioeconomic status mothers and their 2-year-olds were placed in the following three groups: (1) language treatment, (2) counseling and day care treatment, and (3) control with no treatment. Hypotheses were tested which concerned language styles and mother-child interaction patterns. Experimental language group children and mothers received treatment (verbal reinforcement, elaboration and extension) for 1 1/2 hours, 2 days a week for 10 weeks. Mothers in the counseling group received counseling on matters of

concern to low income black mothers for 3 hours daily, once a week for 10 weeks. Their children were in day care for that period of time. Pre- and posttests of mothers and children in the two experimental groups were made using a syntax measure and the children were tested on concept development. Controls were posttested only. It was concluded that the structured language program (a) produced a significant change in the syntax style of mothers and the pattern of verbal interaction between mothers and children, and (b) effectively changed the syntax style of the children.

4. Mother's Training Program, Urbana, Illinois: Model Programs. Childhood Education. 70, 24p. ED 045 781

*Family Programs; *Mothers; *Parent Child Relationship; *Preschool Education; Group Discussion; Intelligence Tests; Preschool Tests; Preschool Programs; Training Techniques

Prepared for the White House Conference on Children (December 1970), this booklet reports on a mothers' training program in Urbana, Illinois--one of 34 promising programs on childhood education. The training program is a tutorial program at the University of Illinois involving both mother and child; the program tires to demonstrate that mothers in deprived areas can be effectively trained to provide own children with a more stimulating home environment and some basic preschool skills. Results have been highly promising; in contrast to the usual pattern for children from disadvantaged areas, the participating infants show increasing improvement on intelligence tests. The mothers are self-confident and enthusiastic about the program. The mothers in the program set aside a regular time for daily training sessions at home with the child; these sessions vary in length depending on the infant's attention span. In addition, the mothers attend two-hour group meetings once a week. The program provides transportation to the school and pays $3 per session to cover babysitting expenses. Basic toys and other materials are supplied. For other booklets in the series see ED 045 780, ED 045 782, and ED 045 785. (Author/JW)

5. O'Farrell, Brigid. A Study in Child Care (Case Study from Volume II-A): "They Understand." Day Care Programs Reprint Series. Nov 70, 63p. ED 051 892

*Day Care Programs; *Day Care Services; *Preschool Curriculum; *Child Development; *Family School Relationship; Mothers; Program

Descriptions; Organization; Bus Transportation; Infants; Stimulation; Home Visits; Language Development; Disadvantaged Groups; Pregnancy

This day care center, serving 100 children (birth to 3-years-old), admits only one child per family. The child must be the first or second child in a family where both parents have high school education or less and earn less than $5,000 per year. The program philosophy maintains that quality day care must carry over into the child's home life and community. The center supports a home visit program designed to help fulfill the educational, nutritional and health needs of expectant mothers through the child's third year. Many of the women selected for the program are unmarried high school students. The primary goal of the educational program is to give young children and their families opportunity for maximum intellectual, emotional and social growth. The infant program emphasizes the young child's emotional need for attachment to a special person, follows Piagetian task sequencing, provides infant stimulation and encourages language development. The "Family Style" toddler program allows the child to choose between various learning experiences, with older children helping younger ones. Creativity, sense perception, and small and large muscle activity are important parts of the curriculum. The document provides information concerning transportation, health, food, policymaking, staff organization, volunteers, and resource use.

6. Willis, Erline. A Study in Child Care (Case Study from Volume II-B): "I'm a New Woman Now." Day Care Programs Reprint Series. Nov 70, 74p. ED 051 897

*Day Care Programs; *Day Care Centers; *Career Opportunities; *Mothers; *Home Programs; Program Descriptions; Organization; Self Concept; Low Income Groups; Job Placement; Counseling Programs; Unemployed; Working Women

The Family Day Care Career Program plan provides day care for approximately 3500 children of public assistance or low income career mothers (working, in school, or in training) in the homes of teacher mothers (day care mothers). The day care homes are administerd by 21 sub-centers, which provide support for teacher mothers through home visits by educational aides and day care aides. Two career development paths are available to women in the program: internal (teacher mothers may move upward to other staff positions) and outside the system (career mothers are given counseling and helped to receive training and job placement). The system provides a means

for teacher mothers to earn needed money at home and to increase their feelings of self-worth. With good day care for their children available free of charge, career mothers are able to improve their lives through employment or training. Information on the program's history, organization, staff, policymaking, and use of resources is included. An appendix contains illustrative materials.

From Journal Literature (CIJE)

1. Tanner, Daniel; Tanner, Laurel N. Parent Education and Cultural Inheritance. School and Society; v99 n2330, pp21-24, Jan 1971. EJ 031 014

*Parent Education; *Cultural Background; *Early Childhood Education; *Cognitive Processes; *Learning Theories; Family Influence; Academic Achievement

B. Home Visitor Programs

From Microfiche Collection (RIE)

1. Barbrack, Christopher R.; Horton, Della M. Educational Intervention in the Home and Paraprofessional Career Development: A First Generation Mother Study. 70, 34p. ED 045 190

*Career Opportunities; *Home Programs; *Parent Participation; *Preschool Children; *Preservice Education; Academic Aptitude; Change Agents; Home Visits; Intervention; Mothers; Parental Aspiration; Parent Attitudes; Parent Child Relationship; Parent Education; Testing

In 1968 the Demonstration and Research Center for Early Education (DARCEE) initiated a small study to build and utilize mothers' skills (established in an earlier and major study) and to begin to construct and explore the feasibility of a "career ladder" for persons interested in early education. Subjects were 12 Negro preschoolers and their families. They were exposed to a 40 week program of home visits by selected mothers. The home visitors received a brief two-phase training program emphasizing the (1) goals of DARCEE and (2) demonstrations and activities to be used in subjects' homes. Subjects were tested in a pretest-posttest design on three measures of academic aptitude, one of which was a specially

developed DARCEE instrument. Results indicate that no significant increases or decreases occurred. However, mothers involved as Home Visitors appeared to have increased self-esteem, aspirations and expectations as a result of program participation. Appendixes make up almost 1/2 of this document.

2. Gordon, Ira J. Early Child Stimulation Through Parent Education. Sep 69, 20p. ED 038 166

*Parent Education; *Parent Participation; *Compensatory Education Programs; *Preschool Programs; *Nonprofessional Personnel; Program Descriptions; Program Evaluation; Child Development; Developmental Tasks; Parent Child Relationship; Teaching Techniques; Self Concept; Communication (Thought Transfer); Culturally Disadvantaged; Participant Characteristics

Study objectives were to find out whether the use of disadvantaged women as parent educators of indigent mothers of infants and young children (1) enhanced the development of the infants and children, (2) increased the mother's competence and sense of personal worth, and (3) contributed to the knowledge of the home life of infants in the study. In weekly home visits, parent educators taught a series of exercises that stimulated infants' perceptual, motor, and verbal activities. Maternal verbal cues elicited the sequential arrangement of tasks. Varibles were type, content, length, timing, and presence of instruction. A total of 124 babies (3 months - 2 years) were observed and tested. Except for a control group of 27, all infants received stimulation for at least 9 months. Study findings were that (1) paraprofessionals can be used to teach mothers, (2) a parent education program should be part of a comprehensive system of social change, (3) concrete, specific stimulation exercises are a sound curriculum approach, (4) how a child is taught may be more important than what he is taught, and (5) standardized techniques for measuring learning and development are needed.

From Journal Literature (CIJE)

1. Jones, Elizabeth. Involving Parents in Children's Learning. Childhood Education; v47 n3, pp126-130, Dec 1970. EJ 028 845

*Parent Participation; *Home Visits; *Parent Teacher Cooperation; *Parent School Relationship; Teacher Attitudes; Learning Experience; Family Environment; Minority Groups; Early Childhood Education

C. Guides for Stimulating Infants and Toddlers

From Microfiche Collection (RIE)

1. Badger, Earladeen. Activities for Infant Stimulation or Mother-Infant Games. Oct 70, 11p. ED 046 510

*Stimulation; *Infants; *Child Development; *Skill Development; *Developmental Programs; Mothers; Toys; Parent Child Relationship; Physical Development; Imitation; Social Development; Day Care Programs; Home Programs

Specific suggestions are offered for mother-infant activities, sequenced according to developmental levels, which foster the physical and mental development of the infant and the socio-economic relationship between mother and infant. The activities are intended for use by professionals, paraprofessionals, and mother-teacher aides who work with infants in Day Care and Home Bound programs. The program is based on the Uzgiris-Hunt Ordinal Scales of Infant Development and includes these activity categories: (1) Object Permanenss (2) Development of Means, (3) Imitation (Vocal and Gestural), (4) Operational Causality, (5) Object Relations in Space, and (6) Development of Schemas. A list is given of toys and other materials suitable for inclusion in a mother-infant game kit.

2. Champagne, David W.; Goldman, Richard M. Simulation Activities for Training Parents and Teachers as Educational Partners: A Report and Evaluation. Feb 71, 31p. ED 048 945

*Parent Education; *Teacher Education; *Positive Reinforcement; *Simulation; *Role Playing; Group Instruction; Program Evaluation; Educational Programs; Feedback; Teacher Attitudes; Teaching Styles; Parent Teacher Cooperation; Teaching Skills

This report summarizes a program to help parents learn some specific teaching skills to help their children learn. To develop a positive reinforcement teaching style was the basic objective because it is both the most simple style to learn and the most powerful style for building success in learning. Role-play stimulation in small groups was the basic strategy for both the teachers' learning to teach parents and for parents learning to teach their children. Teachers were trained for three days on materials explaining program purpose, strategies, role-play experiences, and the kinds of sensitivity

necessary to be effective teachers of parents. Each of these teachers trained three to five parents for 2 1/2 days. Next, the parents under direct supervision of the professional teachers taught kindergarten age children in a Head Start summer program. Evaluations of the program were conducted utilizing: (1) analysis of audio-taped samples of parents' teaching, (2) written observations of parents' and teachers' training, (3) daily logs and interviews with teachers and supervisor. Eleven of the 12 parents increased their use of positive reinforcement. Eight of the 12 parents increased the variety of reinforcers used. Appendixes and tables included.

3. Frichtl, Chris; Peterson, Linda Whitney. Early Infant Stimulation and Motor Development. Dec 69, 16p. ED 038 179

*Retarded Children; *Infants; *Motor Development; *Developmental Tasks; *Training Techniques; Perceptual Motor Coordination; Perceptual Motor Learning; Physical Development; Skill Development; Positive Reinforcement; Visual Stimuli

Professional workers can assist parents of retarded infants by (1) helping them to recognize and cope with their feelings of guilt and despair, and (2) establishing a home program of exercises to allay the infant's inertia. Such exercises have been demonstrated by numerous investigators to be of positive value in improvement of motor performance. This paper gives the interventionist and parent a tool for determining the infant's functional level, using the principle that maturation proceeds in a cephalocaudal direction. The child is to be rated on a list of motor skills related to head control and to locomotion. Using this assessment as a basis, and with the physician's approval, the interventionist can suggest stimulation exercises for the child which will help him to learn to perform physical tasks, in sequence and over a period of time. Detailed instructions and diagrams are given for helping the child to attain 18 motor skills, which range from raising the head to walking unaided. The verbal response of the parent, both in providing direction and in showing pleasure and praise, is of curcial importance to the success of the retarded child in performing these programmed exercises.

4. Gordon, Ira J. On Early Learning: The Modifiability of Human Potential. 71, 52p. ED 051 876

*Early Experience; *Intellectual Development; *Personality Develop-

ment; *Self Concept; *Stimulation; Longitudinal Studies; Community Involvement; Cultural Factors; Educational Change; Parent Participation

Three major educational goals suggested for the child are: (1) that he learn to balance a concept of himself as both an individual and a group member; (2) that he become competent so that he will feel he can influence the events that affect his life; and (3) that he develop a positive sense of self-esteem. A transactional view of development and the role of culture are discussed, and an overview of longitudinal studies which explore relationships between early child experience and later personality and intellectual development is presented. Studies which investigate the effects of different types of stimulation upon the development of the young child are discussed. The need for new measures of intellectual development in the early years is emphasized, for measures currently in use have no predictive validity. Educators should not confine their efforts to the cognitive domain but should involve parents and the general community in all aspects of education, including decision making.

5. Saunders, Minta M.; Keister, Mary Elizabeth. Curriculum for the Infant and Toddler. A Color Slide Series with Script. (Script Only). 71, 38p. ED 050 817

*Infants; *Early Experience; *Slides; *Program Guides; *Preschool Curriculum; Cognitive Development; Social Development; Motor Development; Stimulation; Child Care; Learning Experience; Demonstration Programs; Child Care Centers

This script was written to accompany a series of 118 color slides and presents the view that the important elements in caring for and teaching very young children cannot be packaged as a curriculum. Everything that goes into affectionate and satisying child care, day after day, offers many opportunities for learning by babies, toddlers, and their caregivers. Expensive toys and equipment are for this type of "curriculum." Some child development theories are briefly presented, and infants and toddlers are shown learning through various aspects of routine daily care, exploration and play, and visits to doctor's office and nursery school. Results are reported of a study of 20 babies under the age of 2 receiving all-day care in a nursery using the old-fashioned "curriculum" presented in this slide series. Paired with babies brought up in their own homes by interested, involved mothers, they kept pace in mental, motor, and social development. Instructions are included for ordering the slide series.

Programs for Parents of Pre-school Children

A. Group Training for Parents

From Microfiche Collection (RIE)

1. Adkins, Dorothy C.; Herman, Hannah. Hawaii Head Start Evaluation--1968-69. Final Report. Jan 70, 192p. ED 042 511

*Program Evaluation; *Language Development; *Preschool Programs; *Cognitive Development; *Parent Participation; Demonstration Projects; Enrichment Activities; Classroom Environment; Parent Child Relationship; Attendance; Parent Attitudes

The present study compared the developmental effects of two curricula (University of Hawaii Preschool Language Curriculum (UHPLC) and a general enrichment curriculum); two parent programs (one emphasizing the mother's role in fostering her child's cognitive development, P1, and one focusing on more general concepts of child development, P2); and two levels of parent participation (1/3 or better attendance at parent meetings and less than 1/3 attendance). Dependent measures included classroom observations, pre- and posttesting on a wide variety of tests, and interviews with mothers held at the beginning and end of the program. The sample consisted of eight Head Start classes. Among the major results of the study was the significantly superior performance of UHPLC children compared to children in the enrichment classes on many of the tests, including the Stanford-Binet, the Preschool Inventory, and subtests of the Illinois Test of Psycholinguistic Abilities. The classroom atmosphere, as measured by the Post Observation Teacher Rating Scales, was significantly better in UHPLC classes. Mothers active in parent programs showed improved attitudes towards children's education and increased tolerance towards children's chosen companions.

2. Adkins, Dorothy C. Programs of Head Start Parent Involvement in Hawaii. A Section of the Final Report for 1969-70. Jan 71, 13p. ED 048 935

*Parent Participation; *Parent Education; *Language Programs; *Motivation; Parent Child Relationship; Parent Conferences; Mathematics Curriculum; Home Programs; Home Visits

Presents the evolution of participation programs for Head Start parents which were conducted by the University of Hawaii Center for Research in Early Childhood Education from 1967-1968 through 1970. Each year's shifting emphasis was based on experience with programs tried earlier, on shifting interests of staff and particular communities involved in other aspects of the year's research program, and on aspects of the overall research design of that year. Programs of group meetings and individual home visits were explored. Various types of parent participation programs in conjunction with curricular modules in the cognitive and motivational realms were assessed. The major conclusion is that broad generalization is not possible from small and short term attempts to alter parental attitudes and practices. Parent programs may not be the most effective way to improve cognitive abilities and behavior of preschool children.

3. Community Cooperative Nursery School, Menlo Park, California: A Preschool Program Involving Mothers as Organizers, Helpers, and Decision-Makers. Model Programs--Childhood Education. 70, 15p. ED 045 222

*Preschool Programs; *Nursery Schools; *Readiness (Mental); *Parent Participation; *Parent Responsibility; Positive Reinforcement; Verbal Communication; Volunteers; Pamphlets; Parent Education; Mother Role

This booklet discusses the Community Cooperative Nusery School, a program of preschool education for children from a wide range of socioeconomic levels. The involvement of mothers in the classroom, in special classes, and in decision-making is an integral part of the program. Sources of more detailed information are provided for this program, specifically, and for Model Programs Childhood Education, in general.

4. Conference on Reading and Early Childhood. 70, 37p. ED 051 875

*Reading; *Early Reading; *Reading Instruction; *Early Childhood Education; Motivation; Information Dissemination; Federal Aid; Negro Youth; Disadvantaged Youth; Parent Participation; Elementary Education; Teacher Education

Collected in this document are seven papers presented at the Ohio Conference on Reading and Early Childhood: (1) "Kids," Jerome Kagen; (2) "Parents as Partners," Christine F. Branche; (3) "When the Young Child Finds Importance in Reading," Leland B. Jacobs; (4) "Four

Questions on Early Childhood Education," Lilian G. Katz; (5) "How to Teach Poor Blacks and Rich Whites to Read," S. Alan Cohen; (6) "Coordination of Regular and Special Programs," Martin L. Stahl; and (7) "Dissemination," Joseph L. Davis.

5. Garfunkel, Frank. Preschool Education and Poverty: The Distance In Between. Final Report of 1968-69 Interventional Program. Jul 70, 49p. ED 046 501

*Parent Participation; *Intervention; *Comprehensive Programs; *Preschool Education; *Community Involvement; Inservice Education; Observation; Evaluation Needs; Research Needs; Social Factors; Social Change; Low Income Groups; Community Problems; Objectives; Feedback

An educational intervention program for lower income children was characterized by parent involvement in all stages. Active dialogue between parents, teachers and the Boston University Head Start Evaluation and Research Center (DUER) was considered a primary purpose and encouraged by BUER training, research and service activities. An ethical code evolved which committed university researchers to a non-traditional research program, open to community involvement and criticism. The need for institutional change was perceived as more critical than any particular curricular content, and the program was closely involved with community problems. Program components discussed are: parent involvement in decision making; inservice training; observation and feedback; diagnostic and follow-up work; and development of a new research tool, the Classroom Behavior Form. The complex nature of evaluation is discussed, and the use of I.Q. gains to measure the success of intervention programs is questioned. Political, social, and economic goals of Head Start programs are cited as more important to the needs of the people served than the education per se of young children. Head Start evaluation studies should, therefore, include evaluation of these goals.

6. Gilmer, Barbara R.; And Others. Intervention with Mothers and Young Children: A Study of Intrafamily Effects. Dec 70, 63p. ED 050 809

*Cognitive Development; *Intervention; *Preschool Programs; *Program Effectiveness; *Disadvantaged Groups; Self Concept; Negro Mothers; Negro Youth; Testing; Siblings; Parent Child Relationship; Home Visits; Parent Role; Comparative Analysis; Skill Development; Stimulation

This study compares three methods of intervention conducted over 2 1/2 years to promote cognitive development and competency of disadvantaged young children. Subjects were about 80 black mother-child-younger siblings triads, divided into three groups (and matched with comparison groups): (1) Maximum Impact, a training program for the target child (3 to 4 years of age) at a center 5 days a week, and for the mother at a center once a week; (2) Curriculum, which gave the older children a classroom program like that of the first group but offered no program for mother or siblings; and (3) Home Visitor, in which the family had no direct contact with the center but received 1-hour home visits once a week from a teacher who showed the mother how to instruct her children. The center program for mothers taught them how to stimulate their children intellectually and improved mothers' self-concept and home management. The children's class program emphasized skill development and an ordered environment. Intelligence pretests and posttests were given to mothers and children. Program effects on target children, differential effect of the mothers' involvement, vertical diffusion to siblings, and the effect of the home visitor are discussed.

7. Lazar, Irving; And Others. A National Survey of the Parent-Child Center Program. Mar 70, 539p. ED 048 933

*National Programs; *Preschool Programs; *Program Descriptions; Health Services; Social Services; Cost Effectiveness; Program Administration; Staff Utilization; Demonstration Programs; Family Involvement; Parent Education

This research report is a description and analysis of the development and status of the first year of operation of the Parent-Child Center (PCC) program within Project Head Start. The perspective of the report is national, individual centers being regarded as illustrative examples of the national program. Because of the early stage of development and complexity of PCC activities, little attention is focused on outcomes and impacts. The conclusions and recommendations offered in this report must be considered in the context of the evolutionary nature of PCC. Chapter titles include: Organizational Development of the Parent-Child Centers; The Physical Facilities; The Parent-Child Center Staff; The Families Served; Programs for Children; Programs for Parents and Other Family Members; Health Services; Social Services; and Cost Analysis. Six extensive appendixes, 45 tables, 12 graphs, four figures, and a bibliography are provided. A review and summary of the report is available as ED 048 941.

8. The New York State Experimental Prekindergarten Program. Summary Report, 1969-70. Nov 70, 55p. ED 049 814

*Preschool Programs; *Program Evaluation; *Parent Participation; *Cognitive Development; *Disadvantaged Youth; Tables (Data); Nutrition; Health Programs; Differentiated Staffs; Social Development; Emotional Development; Questionnaires; Speech Evaluation; Home Visits; Selection; Recruitment; In-service Education

This fourth year report summarizes the services rendered during 1969-1970 by the New York State Experimental Prekindergarten Program and includes a partial evaluation of the accomplishments of the program as compared to its stated goals. The report is based on questionnaire responses by 49 of the 50 programs, including New York City. Because of its complexity, the New York City data is presented in a separate section. Seven demonstration centers for inservice education are included in the 50 programs. Answers to the survey questionnaire provide anecdotal records, statistical data, and subjective descriptions of techniques used to achieve goals. Topics covered are: recruitment and selection of children; planning and programming in the classroom; parent involvement; evidence of growth and development; and planning for continuing goals in kindergarten and primary programs.

9. Niedermeyer, Fred C. Parent-Assisted Learning. Sep 69, 44p. ED 042 588

*Kindergarten Children; *Parent Participation; *Programed Tutoring; *Reading Improvement; *Reading Research; Parent Education; Parent Role; Performance Factors; Reading Diagnosis; Reading Programs

The effects of parent-monitored practice at home on pupil performance in reading were investigated. The study used as instructional vehicles the Parent-Assisted Learning Program (PAL) and the Southwest Regional Laboratory's (SWRL) First-Year Communication Skills Program. PAL was designed to enable school personnel to establish a system whereby parents effectively instruct their primary-grade children in basic skills at home. Programed materials, called Practice Exercises, and carefully prescribed training procedures were developed to be used by parents or other nonprofessionals. The results of a study made in three kindergarten classes indicated that the PAL and Communication Skills Program elicited high levels of parent participation and pupul learning. References are included.

10. Rayder, Nicholas; And Others. An Assessment of Cognitive Growth in Children Who Have Participated in the Toy-Lending Component of the Parent-Child Program. Occasional Research Report Number 4. Jun 70, 12p. ED 045 204

*Parent Participation; *Parent Education; *Program Effectiveness; *Preschool Programs; *Intellectual Development; Parent Role; Test Construction; Concept Formation; Tables (Data); Toys

This report is one of a series evaluating the Parent/Child Program. This program is designed to provide preschool education for 3- to 4-year-olds whose parents cannot afford nursery schools but yet are above the income level for Head Start participation. Two groups of parents participated in separate but equivalent Parent/Child courses in a classroom setting, 2 hours a week for 10 weeks, and were taught how to teach their children through the use of educational toys. All 31 children participating were pre- and posttested on the Responsive Test, developed to measure change in the intellectual development of children who have participated in a responsive environment. A variety of skills and concepts were tested on 13 subtests of the Responsive Test. Controls allowed for the effects of maturation and practice. For children in both groups there were significant differences on 9 of the 13 subtests. Of the other four subtests, two were at the maximum level on the pretest, and two measured factors for which the toys did not provide practice. It was concluded that the children learned a considerable amount over the 10 weeks of involvement in the Parent-Child Course and that a large portion of this learning can be attributed to the course itself. ED 045 205 is another report in this series.

11. Stern, Carolyn; And Others. Increasing the Effectiveness of Parents-as-Teachers. Dec 70, 43p. ED 048 939

*Parent Participation; *Parent Attitudes; *Group Dynamics; *Language Proficiency; Teaching Styles; Parent Child Relationship; Motivation; Cognitive Development; Disadvantaged Groups; Parent Role; Tables (Data); Parent Education; Parent Influence

This study involved the use of group process techniques in meetings at which parents and teachers were encouraged to express their feelings, frustrations, needs and expectations. The two hypotheses tested were: (1) parents participating in the encounters will evidence more direct concern for their children's preschool education and more favorable attitudes toward Head Start than those not attending

such meetings; and (2) that the children of parents participating will score higher on tests of language performance and information acquisition than children of parents not attending. The study included two Head Start classes involving 30 black, Mexican-American, and Anglo children. The children were pretested and posttested with the Peabody Picture Vocabulary Test, Caldwell Preschool Inventory and Situational Tests of Competence (mid-measure). Parents were tested with Parents Expectations for Achievement of Children in Head Start (PEACH), Parents Attitudes Toward Head Start (PATHS), and the "How I Feel" measure of alienation. Demographic data was also collected and parents and teachers completed the Situation Test of Competence as they expected the child to respond. Results of the study showed that only the second hypothesis tested was supported.

From Journal Literature (CIJE)

1. Harmer, William R. To What Extent Should Parents Be Involved in Language Programs for Linguistically Different Learners. Elementary English; v47 n7, p940-43, Nov 1970. EJ 030 187

   *Family School Relationship; *Parent Participation; *Language Development; *Parent Influence; Parent Education; Parent Child Relationship; Beginning Reading; Prereading Experience; Language Enrichment

   A preprint from a forthcoming pamphlet of the National Conference on Research in English.

2. Luterman, David M. A Parent-Oriented Nursery Program for Pre-School Deaf Children - A Followup Study. Volta Review; v73 n2, pp106-12, Feb 1971. EJ 033 429

   *Exceptional Child Education; *Aurally Handicapped; *Preschool Education; *Parent Role; Parent School Relationship; Followup Studies; Nursery Schools

3. Pieper, Alice M. Parent and Child Centers--Impetus, Implementation, In-Depth View. Young Children; v26 n2, pp70-76, Dec 1970. EJ 030 469

*Parent Child Relationship; *Preschool Children; *Federal Programs; *Comprehensive Programs; *Parent Participation; Program Description; Parent Counseling; Intervention

4. Wittes, Glorianne; Radin, Norma. Two Approaches to Group Work with Parents in a Compensatory Preschool Program. Social Work; v16 n1, pp42-50, Jan 1971. EJ 031 928

*Culturally Disadvantaged; *Compensatory Education Programs; *Preschool Children

This article describes a group work program devoted to changing the child rearing attitudes and practices of lower class mothers of preschool children. An activity and a discussion approach are analyzed in terms of their effectiveness in attaining the goals of the program. Participation in a parent education program can produce significant changes but the type of group work approach used to transmit such information does not affect the attractiveness of the group to its members.

B. Home Visitor Programs

From Microfiche Collection (RIE)

Barbrack, Christopher R.; And Others. Information on Intervention Programs of the Demonstration and Research Center for Early Education. [70], 36p. ED 046 492

*Preschool Programs; *Program Descriptions; *Intervention; *Low Income Groups; Cognitive Development; Attitudes; Evaluation Methods; Parent Education; Home Programs; Mothers; Social Development; Physical Development; Language Development

This report describes the Demonstration and Research Center for Early Childhood Education (DARCEE), a center initiated to develop knowledge to improve the educability of young children. The report includes a fold-out diagram of DARCEE intervention programs--completed, current, and planned. Each program is listed with (1) an explanation of the purpose and objectives of the program; (2) a listing of program publications and reports; and (3) a description of the individual project's setting, subject population, and the time period

involved. Included in the report is a general description of the DARCEE program organized in terms of two classes of variables, aptitude for achievement and attitudes toward achievement. Programs for language, social, and physical development are discussed. Also explained are programs for parents which are built on the idea that training the mother to provide experiences for her children will promote their growth and development. DARCEE program implementation methods and evaluation approaches used are included in this report.

2. Micotti, Antonia R. Dame School Project (Bi-Lingual Pre School Project), Santa Clara County Office of Education. Final Report, August 1, 1970. Aug 70, 32p. ED 046 514

*Preschool Programs; *Mexican Americans; *Concept Formation; *Language Development; *Home Programs; Low Income; Parent Education; Mothers; English (Second Language); Bilingual Education; Testing; Educational Programs; Teacher Aides; Curriculum Development; Family Environment; Changing Attitudes

The objectives of this 1-year project were (1) to demonstrate an at-home procedure of teaching in order to improve the concept formation and language development environment of 40 children (3-5 years) residing in low income homes where the primary language was Spanish; (2) to train 11 women from the community as home teachers; and (3) to give training to the mothers of the project children so that they could improve their teaching techniques with their own children. The pretests and posttests administered were the Test of Basic Language Competence, given in Spanish and English, the Inventory of Developmental Tasks, given in Spanish, and the Maternal Teaching Style Instrument (Mother/Child Test) given in Spanish. After the year, the children demonstrated marked improvement in concept and language development; all home teachers had received 370 hours of inservice and preservice training; and mothers showed considerable changes in terms of attitudes, educational materials apparent in the homes, and upkeep of themselves and their homes. The report recommends extension of the curriculum to kindergarten, revision of training models and development of "home packets" for the project children.

3. Weikart, David P. Ypsilanti Preschool Curriculum Demonstration Project, 1968-1971. Oct 69, 39p. ED 046 503

*Curriculum Research; *Culturally Disadvantaged; *Educable Mentally Handicapped; *Preschool Programs; *Comparative Analysis; Home Visits; Team Teaching; Cognitive Development; Sociodrama; Self Control; Traditional Schools; Social Development; Emotional Development

This report describes the Ypsilanti Preschool Curriculum Demonstration Project, a 5-year program conducted to assess the efficacy of preschool intervention for culturally disadvantaged children diagnosed as functionally retarded. Five groups of 3- and 4-year-olds participated in the program or served as controls. The project served as a source of data for research on different types of preschool intervention and as a center for dissemination of information to teachers, administrators, and researchers in education. The curricula included: (1) a cognitively oriented curriculum based primarily on Piaget's principles of cognitive development, the principles of sociodramatic play and impulse control suggested by Smilansky, and some specially developed language techniques; (2) a language training curriculum emphasizing learning of academic skills including arithmetic and reading; and (3) a unit-based curriculum emphasizing the social-emotional development goals of the traditional nursery school programs. The preschool sessions were supplemented with home visits. The results for the first two years of operation (1967-69) demonstrated that children may profit from any structured curriculum which offers a wide range of experience and individual student attention.

C. Guides for Home Task Activities

From Microfiche Collection (RIE)

1. Boger, Robert P.; And Others. Parents as Primary Change Agents in an Experimental Head Start Program of Language Intervention. Experimental Program Report. Nov 69, 191p. ED 044 168

*Parent Participation; *Change Agents; *Language Programs; *Intervention; *Preschool Children; Home Programs; Mothers; Parent Child Relationship; Teacher Developed Materials

The purpose of this study was to determine the effectiveness of parents as change agents in an ongoing Head Start program. Subjects were 72 rural white disadvantaged and advantaged children and their

parents who were assigned to three treatment groups: developmental language, structured language, and placebo (workshop). Mothers met in 12 weekly 2-hour instructional sessions with teachers, using specific materials developed in teacher-directed workshops. (These materials were not used in the Head Start program during the experimental period.) Pre- and posttests on a variety of measuring instruments evaluated children's intellectual, linguistic and self concept performance. Also evaluated was the quality of mother-child interaction and the mother's storytelling ability. Results of the study support the major hypotheses which predicted improvement in language performance, intellectual performance, self concept development, and mother-child interaction, as a result of a differentiated parent education language program. No program approach was clearly superior but mothers in the specific content oriented intervention program increased their own verbal and linguistic skills as well as the quality of interaction with their children. Children whose parents work with them appear to have a learning advantaged. Appendixes comprise more than 1/3 of the document.

2. Cross-Cultural Family Center, San Francisco, California: A Nursery School Providing a Multicultural Curriculum to Promote Racial Understanding and Acceptance. Model Programs--Childhood Education. 70, 16p. ED 045 214

*Preschool Programs; *Nursery Schools; *Intercultural Programs; *Cultural Awareness; *Parent Participation; Parent Education; Cross Cultural Training; Race Relations; Ethnic Groups; Ethnic Relations; Neighborhood Integration; Pamphlets

The Family Center is the direct outgrowth of Nurseries in Cross-Cultural Education (NICE) and is committed to the values of cross-cultural associations. Families approach the education of children 2 to 5 years as an intercultural preschool experience whose influence extends outward to the multi-ethnic neighborhood. Parents are encouraged to participate, interacting with the staff and each other during formal and informal sessions. The project staff offer a course on working with young children to interested mothers. Positive contributions stemming from this project are that the children involved seem to be developing without racial or class prejudice and the parents are more open-minded in accepting members of other socioeconomic and racial groups as friends. The materials and films developed may be useful to other projects whose aim is to develop cross-cultural understandings. Sources of more detailed information are provided for this program, specifically, and for Model Programs Childhood Education, in general.

3. Jester, R. Emile. Focus on Parent Education as a Means of Altering the Child's Environment. [69], 11p. ED 033 758

*Parent Education; *Program Descriptions; *Parent Participation; Family Environment; Lower Class Parents; Teacher Aides; Preschool Children; Parent Influence

The Florida Parent Education Model, working with 5- to 7-year-olds enrolled in Follow Through programs, is based on the premise that a child's home environment has the most lasting influence on his adaptation to school and to the world around him. The program works with the mother, who, as educators are discovering, has more influence on the child than anyone else. The program recruits parent educators from environments similar to those of mothers with whom they will work. The parent educators visit parents in their homes and provide them with specific tasks to work on with their children. The parent educator is also expected to be a part of the classroom instructional system so she and the teacher collaborate on home tasks to provide both school-relevant and home-relevant behavior in the child. The program at this point appears to be moderately successful. Although, the only information available is subjective, it indicates that parent interest is increased, that parents are working more with children, and that there is more individual and small group instruction in the classroom than ever before.

4. Nimnicht, Glen P.; And Others. An Evaluation of Nine Toys and Accompanying Learning Episodes in the Responsive Model Parent/Child Component. Occasional Research Report Number 5. Jun 70, 41p. ED 045 205

*Childhood Interests; *Parent Participation; *Parent Role; *Toys; *Evaluation Methods; Educational Games; Learning Activities; Tables (Data); Parent Education; Testing; Preschool Children

This second of a series of papers evaluating the Parent/Child Program describes the procedure used to decide whether the nine toys and their accompanying learning episodes are appropriate for use by young children in the Parent/Child context. Parents in four courses (Preliminary and Performance Test Situations) were given instructions on how to present the toys and the associated learn-experiences to their children. One toy was presented each week and, at the end of that time, each parent filled out a questionnaire on the child's interest in the toy. To be kept as a part of the Parent/Child Course, a toy (or task) had to hold the interest of 80% of the

children. Loss of interest because of mastery of the task did not count. In addition, during the week in which any given toy was presented, the child had to play with the toy more than five times, at least once without the parent suggesting it. Descriptions of toys, criteria for evaluation and a table of test results and decisions on the nine educational toys is included. ED 045 204 is another report in this series.

Guides for Educational Day Care Centers

From Microfiche Collection (RIE)

1. A Guide for Managers of Child Day Care Agencies. May 69, 70p.
ED 046 486

*Day Care Programs; *Administrator Guides; *Migrant Child Care Centers; *Culturally Disadvantaged; *Parent Participation; Volunteer Training; Ancillary Services; Staff Orientation; Recordkeeping; Evaluation; Planning; Public Support

This guide was compiled by a group of rural Arizona day care center managers working under the Migrant Opportunity Program (MOP) established in 1965. The managers were previously inexperienced and, at the end of two years, were interested in self-improvement and more efficient ways to perform their jobs. Their collaboration and idea exchange, based on their actual experiences, resulted in this guide. Suggestions for more efficient day care center operations are made. Topics include staff supervision, purchasing guidelines, and ideas for evaluation of center efficiency. Another section explores means of obtaining public support from volunteers, parents, and auxillary resources. There are guidelines for compliance with regulations and adequate maintenance of records (income, employment, health, progress, statistics). The guide deals with the practical aspects of staff training including lesson planning and an explanation of methods effective in adult education. This practical text is particularly useful for federally funded centers for disadvantaged children. [Filmed from best available copy.]

2. Rosenthal, Kristine. A Study in Child Care (Case Study from Volume II-B): "Someplace Secure." Day Care Programs Reprint Series. Nov 70, 50p. ED 051 908

*Day Care Programs; *Day Care Services; *Social Services; *Home Programs; *Low Income Groups; Community Involvement; Counseling Services; Organization; Program Descriptions; Security; Parent Participation; Residential Care

The Neighborhood Centers Day Care Association (NCDCA) is a private, nonprofit corporation which for 18 years has provided day care services to low income and welfare families in the Houston area. More than 1,100 children are presently being served. There are eight centers and about 180 day homes which are used to supplement the care available at the centers, either because no center exists in the neighborhood or because it is felt the home environment would be more suited to a particular child. Other outstanding aspects of the NCDA program are its stability over many years of operation, the job security it provides for staff, and its capacity for delivering social services through counseling and referrals. Creativity and independence are important to the NCDCA education program, and a high value is placed by teachers and parents on manners and an ordered routine. Development programs in the day homes are somewhat limited because of lack of training of the day home operators, but warm and continuing care is provided. The organization, staff and budget of the NCDCA is described. An appendix gives additional illustrative materials.

3. Rosenthal, Kristine. A Study in Child Care (Case Study from Volume II-B): "They Brag on a Child to Make Him Feel Good." Day Care Programs Reprint Series. Nov 70, 69p. ED 051 910

*Day Care Programs; *Day Care Services; *Social Services; *Volunteers; *Home Programs; Organization; Program Descriptions; Health Programs; Nutrition; Creative Expression; Paraprofessional School Personnel; Staff Improvement; Depressed Areas (Geographic); Rural Areas; Bus Transportation; Parent Participation

This document describes 19 Appalachian day care centers serving 639 preschoolers for nine school months and 247 during the 9-week summer session. The centers, located in churches, abandoned school houses and store fronts are staffed largely by paraprofessionals from the community. Social services are extended beyond the child to the family. For instance, a homemaker service is offered the mothers during which the homemaker visits parents and offers to help in cooking, cleaning, or caring for a disabled parent. The homemaker often

stimulates parents' interest in their children and helps families to help themselves. Parents are involved in all levels of the project's policymaking apparatus and active in all aspects of the program. The training of paraprofessionals helps them to develop a wide variety of job skills. Volunteers are used extensively in many capacities. The children's education program is not formal and written curriculum is avoided. Emphasis is placed on individual expression through the use of creative materials. Nutrition and health are emphasized and providing transportation for children over the mountain roads is a continuing concern. Information is given on the centers' organization and use of resources.

4. Ruopp, Richard R. A Study in Child Care (Case Study from Volume II-A): "A Small U. N." Day Care Programs Reprint Series. Nov 70, 62p. ED 051 904

*Day Care Programs; *Day Care Services; *Cross Cultural Studies; *Parent Participation; *Health Services; Organization; Program Descriptions; Bus Transportation; Disadvantaged Groups; Educational Television; Social Services; Career Opportunities; Reinforcement; Ethnic Groups

This day care center serves 62 preschoolers from families meeting the OEO poverty guidelines. The ethnic distribution is wide including Chicano, Black, Anglo, Navajo and Chinese children. Significant to the program's success are: the complementary mix of staff personalities, the emphasis on career development of paraprofessionals, the extensive parental involvement, cross-cultural education, health care and social service resources. The educational program emphasizes that as a child gains confidence and masters skills, he develops socially and emotionally. Teachers plan units around various subjects and organize field trips and activities to accompany them. Children are encouraged to be aware of and express their feelings through dramatic play, nursery rhymes and games. Praise is frequently given to build confidence and bolster self-images. Activities are structured around language growth, teaching of pre-reading skills, "Sesame Street," music and art. Other information provided in this document includes discussion of center and staff organization and resource uses, samples of classroom schedules and learning games, and copies of a volunteer orientation schedule, and center regulations.

From Journal Literature (CIJE)

1. Ney, Richard. A Comprehensive Approach to Educational Day Care. Educational Technology; v11 n2, pp65-66, Feb 1971. EJ 035 797

*Day Care Programs; *Parent Participation; *Preschool Education

Appalachian Educational Laboratory Project

From Microfiche Collection (RIE)

1. Barbrack, Christopher R.; Horton, Della M. Educational Intervention in the Home and Paraprofessional Career Development: A Second Generation Mother Study with an Emphasis on Costs and Benefits. Final Report. Jul 70, 45p. ED 052 814

*Home Programs; *Home Visits; *Mothers; *Career Opportunities; *Paraprofessional School Personnel; Preschool Children; Cognitive Development; Stimulation; Intervention; Compensatory Education; Costs; Parent Education; Low Income Groups

The present study compared the relative effectiveness of three home visiting projects whose purpose was to train low income mothers to use commonly available materials and everyday events for educational stimulation of their preschool children. The home visiting projects varied in terms of expense and professional qualifications of the home visitors. Data on general intelligence, concept development and maternal teaching style were analyzed to determine the effect of home visits on the child and mother and to compare treatment effects associated with each of the projects. In addition to the Stanford Binet and Peabody Picture Vocabulary Test used to test children's aptitude, two relatively new instruments were used: the DARCEE Concept Test for Children, and an abridged version of the Maternal Teaching Style Instrument. Results of testing showed little difference between treatment groups and suggest a useful plan for involving paraprofessionals in a meaningful "career ladder" which results in an educational intervention project staffed entirely by paraprofessionals.

2. Bertram, Charles L. A Comparison of Parents' Attitudes Toward AEL's "Around the Bend" and Other Children's Television Programs. Technical Report No. 10. Dec 70, 16p. ED 052 842

*Preschool Programs; *Parent Attitudes; *Television Viewing; *Television Surveys; *Educational Television; Preschool Children; Home Visits; Mobile Classroom; Rural Areas; Questionnaires

This study compared the parental appeal of the Appalachia Educational Laboratory's television program, "Around the Bend," with "Captain Kangaroo" and "Romper Room." Data was solicited from 150 parents of children in each of the three treatment groups of the Early Childhood Education Program: (1) children who observed the television program only; (2) those who watched the program and were visited at home once weekly by a paraprofessional; and (3) those receiving the TV program and the home visits, who were also exposed once a week to a mobile classroom. The survey forms were designed to determine which programs were viewed by the children, if parents watched the programs with the children, if parents thought the children enjoyed and/or learned from the programs, and if parents thought the different programs were good for the children. Parents were asked to rate the programs from the best to the very worst and give the program sponsors' names. Eighty-one percent of the 150 parents to whom forms were mailed responded. "Around the Bend" was rated best by 51% of the parents; "Captain Kangaroo," by 38% and "Romper Room," by 11%. The ratings varied among the parents of children in different treatment groups. Many of the children watched two or more children's programs each day. Many parents watched the programs with their children and felt that instructional television combined with home visits was an acceptable procedure for early childhood education. A summary of the AEL Early Childhood Program is available as ED 052 837.

3. Bertram, Charles L.; And Others. Evaluation Report: Early Childhood Education Program, 1969-1970 Field Test. Summary Report. May 71, 30p. ED 052 837

*Preschool Programs; *Program Evaluation; *Preschool Children; *Program Effectiveness; *Program Costs; Parent Reaction; Home Visits; Mobile Classrooms; Nonprofessional Personnel; Televison; Cost Effectiveness; Language Development; Cognitive Development; Psychomotor Skills; Interpersonal Competence

This report is based on data obtained during the second year of a 3-year field test cycle of the Appalachia Educational Laboratory (AEL) Early Childhood Education (ECE) Program. The ECE Program is a home-oriented instructional system designed for 3-, 4-, and 5-year-olds,

which is being used on a regional basis for approximately 25,000 children. It consists of 30-minute television lessons broadcast into the home each day; a weekly home visit by paraprofessionals to discuss the program with parents and children, and to deliver materials for the parents to use with the children; and group instruction once a week in a mobile classroom. Tests used, methods, and results are reported for children's gains in cognitive, language, psychomotor, and social skills categories. Field test results are presented in four areas: program effort (describes material and personnel requirements); program performance (children's achievement gains and parents' and children's attitudes toward the program), program pervasiveness (describes the population which might be served), and evaluation synthesis (summary). The program pervasiveness study and cost analysis indicate that the Appalachian Educational Laboratory ECE Program is an economical alternative to other programs of early childhood education.

4. Evaluation Report: Early Childhood Education Program, 1969 Field Test. Mar 70, 204p. ED 041 625

*Early Childhood Education; *Preschool Programs; *Program Evaluation; *Pilot Projects; Televised Instruction; Evaluation Techniques; Educational Objectives; Paraprofessional School Personnel; Home Programs; Parent Participation; Cognitive Development; Language Development; Mobile Classrooms; Cost Effectiveness; Student Attitudes; Parent Reaction; Socioeconomic Factors

Reported are findings from the first year's field test of the home-oriented Appalachia Education Laboratory (AEL) Early Childhood Education Program for 3-, 4-, and 5-year-olds. The program consists of a 30-minute daily television lesson, a weekly home visit by a paraprofessional, and group instruction once a week in a mobile classroom. The sample was made up of a total of 450 children divided into three groups. Group 1 received TV instruction and home visits and attended the mobile classroom. Group 2 had TV and home visits; Group 3, only TV instruction. Thirty subjects from each group were tested for evaluation purposes. The data are presented in 5 categories: program effort, program performance, program pervasiveness, program cost analysis, and evaluation synthesis. Appendixes (one-sixth of this report) present detailed data analysis for (1) the program's evaluation plan, (2) interest level of project children, (3) IQ gain, (4) language development and behavior, (5) cognitive growth, (6) the parent attitude questionnaire and checklist, (7) paraprofessional attitude data instrument and results, and (8) socioeconomic factors of treatment and control groups. It was found that TV lessons and home visitations (but not the mobile classroom) had a positive effect on children's cognitive development. Children in Group 1 scored highest on verbal expression.

5. Hines, Brainard W. Analysis of Intelligence Scores. Technical Report No. 2. Feb 71, 16p. ED 052 838

*Preschool Programs; *Verbal Ability; *Program Evaluation; *Vocabulary Development; *Intelligence Quotient; Mobile Classrooms; Television; Home Visits; Tables (Data); Preschool Children; Sex Differences

The theory underlying the measurement of intellectual growth by the Peabody Picture Vocabulary Test (PPVT) and its congruence with the objectives of the Appalachia Educational Laboratory (AEL) Early Childhood Education Program is explored. The PPVT was administered to a sample of 160 3- and 4-year-old children in three treatment groups: (1) Package (Mobile Classroom, TV, and Home Visitor), (2) TV-Home Visitor (HV), (3) TV Only, and a control group. Data are analyzed by a three-way analysis of variance and an analysis of covariance procedure. Because of the highly specific nature of the test items on the PPVT, it is not likely that it reflects general program effects as well as the more broadly based instrument in a test battery. Two groups of children (Package and TV-HV) scored near the national mean (50th percentile) in IQ and two groups (TV Only and Control) scored near the 40th percentile when compared to the national sample. The lack of overall deficit indicates that many of the children have an adequate vocabulary level. Raw score analysis suggests the probability of a treatment effect in the verbal area which is reflected by the PPVT and which favors the Package and TV-HV groups. A summary of the AEL Early Childhood Program is available as ED 052 837.

6. Hines, Brainard. Attainment of Cognitive Objectives. Technical Report No. 3. Feb 71, 10p. ED 052 833

*Preschool Programs; *Home Visits; *Test Construction; *Program Effectiveness; *Cognitive Development; Mobile Classrooms; Television

To determine the effects of the television program, "Around the Bend" and the related activities of the home visitor and mobile van teachers, the Appalachia Preschool Test (APT) was developed by the Appalachian Educational Laboratory. APT is used to supplement the standardized instruments being used to measure program performance. The test consists of four subtests and an experimental section: Part 1 deals with color naming, identifying body parts, and right-left discrimination; Part 2 (described in this report) is the basis for determining specific cognitive learning from the early childhood education curriculum; Parts 3 and 4 are Piaget-type, conservation of number and size tasks; Part 5 is an experimental subtest designed to measure understanding of

cause and effect, logical classification and letter recognition. To measure the achievement of cognitive objectives Part 2 was given to 273 children in three treatment groups, and subsequently to a 60-child sample in a comparison group. Children who viewed only the television program and were not exposed to the home visitor and mobile van teachers scored significantly lower on the test. Results indicate that the home visitor, more than any other part of the program, has a great potential for influencing the child's behavior, especially if she can produce changes in the child's environment.

7. Hines. Brainard. Results of Parent and Student Reaction Questionnaire. Technical Report No. 8. Jan 71, 6p. ED 052 836

*Preschool Programs; *Parent Attitudes; *Student Attitudes; *Questionnaires; *Home Visits; Nonprofessional Personel; Observation

In order to evaluate the changes in parent and student attitudes toward the various components of the Early Childhood Education (ECE) program, the paraprofessional home visitors were asked to complete a ten item questionnaire based on their observations of the family's reactions to each of three components (TV program, home visit, and mobile classroom). The questionnaire was completed on a weekly basis for a sample of approximately 80 families normally visited by the paraprofessionals. Graphical analysis of the weekly changes in attitude of parents and children showed a similar pattern for individuals exposed to the mobile facility and those who were only visited by the paraprofessional. Although attitude toward the program remained at a highly positive level throughout the year, it decreased slightly in late October. early January, and late February. Both parents' and children's attitudes followed this same pattern, although the parents were consistently more enthusiastic about the program.

8. Miller, George L. Analysis of Children's Reactions to AEL's Preschool Television Program. Technical Report No. 9. Dec 70, 9p. ED 052 841

*Preschool Children; *Preschool Programs; *Television Curriculum; *Educational Television; *Television Viewing; Television Surveys; Home Visits; Mobile Classrooms; Observation; Nonprofessional Personnel; Rural Areas

This report describes a technique which can be used to provide both formative and summative evaluation of television programs designed to promote educational development in 3-, 4-, and 5-year-old children.

The daily half-hour program evaluated is part of an Appalachia Educational Laboratory project, now in its second year. (Other project components are weekly visits in homes by paraprofessionals, and weekly visits by a mobile classroom.) Of the 170 TV programs transmitted in the first two years, observational data was collected on 133. The telecasts, designed to elicit overt responses from children, made possible a systematic observational evaluation of viewer responses. Each of eight paraprofessionals watched the program with a different child every morning so that, in a random fashion, all 270 children were observed an equal number of times. The observer coded children's responses while viewing the TV program and rated them on a standard tally sheet. First year and second year programs were compared on (1) the ratio of responses to questions asked by the TV teacher, (2) the ratio of negative reactions to enthusiastic reactions, and (3) the average number of enthusiastic reactions. Results indicate that systematic observational systems can provide formative evaluation of preschool TV programs to guide changes in presentation techniques, content, and emphasis. A summary of the AEL Early Childhood Program is available as ED 052 837.

9. Pena, Deagelia; Miller, George. Social Skills Development in the Early Childhood Education Project. Technical Report No. 7. Feb 71, 86p. ED 052 835

*Preschool Programs; *Interpersonal Competence; *Cognitive Development; *Learning Processes; *Task Performance; Television; Mobile Classrooms; Tables (Data); Home Visits; Educational Environment

A total of 105 children (3, 4, and 5 years old) participated in a study to determine the extent to which the experience of attending a mobile classroom for an hour and a half, once a week (32 weeks) contributed to the development of social skills. Since this was one of the first attempts to measure these skills in young children, another objective was to learn as much as possible about the development of these skills. The children were divided into two groups. One watched the daily television program, "Around the Bend," and was visited weekly by a home visitor. The other group watched the program, had home visits and visited a mobile classroom once a week. A task which involved placing model furniture in a model house was selected as the task which would most stimulate the occurence of behaviors that facilitate the process of learning in group situations. Observers coded children's behavior under six major categories: initiation, request for help or questions, giving help, refusing help, group consciousness, and response to peers. Results

gave strong indication that the mobile classroom contributed to the development of social skills assumed important in the learning process within a socially structured environment. Tables and graphs comprise more than half the document.

10. Radin, Norma. Three Degrees of Parent Involvement in a Preschool Program: Impact on Mothers and Children. May 71, 16p. ED 052 831

*Parent Participation; *Parent Attitudes; *Preschool Programs; *Parent Influence; *Program Effectiveness; Mothers; Cognitive Development; Testing; Tutoring; Discussion Groups; Followup Studies; Behavior Rating Scales

To determine the effect of different amounts of parental involvement, 80 4-year-old children from lower class homes, enrolled in a compensatory preschool program (class for one-half day, four days per week for a full year) were divided into three groups. Group I received supplementary bi-weekly tutoring from teachers with no parental involvement. Group II was tutored but in the presence of their mothers who became involved. Group III was offered the same tutoring as Group II, and mothers participated in small group discussions about childrearing. The Stanford-Binet and the Peabody Picture Vocabulary Test (PPVT) were given as pretests and posttests to all children. A revised version of the Pupil Behavior Inventory was completed by teachers and two standardized questionnaires were completed by mothers to tap attitudes toward childrearing and cognitive stimulation in the home. No significant differences were found between groups in IQ gain on either the Stanford-Binet or the PPVT, although all groups gained significantly. Significant differences did emerge on factors of parental measures, but not on the teacher rating form. Desirable changes in maternal attitudes were found in the mothers who had been offered opportunity for maximum participation.

11. Thompson, Jack M.; Patrick, Raymond. The Implications of Parent Effectiveness Training for Foster Parents. [70], 7p. ED 052 821

*Foster Family; *Parent Child Relationship; *Foster Children; *Family Problems; *Behavior Problems; Parent Education; Training; Conflict Resolution; Interpersonnal Relationship

This paper describes the Parent Effectiveness Training (PET) Program and points out its specific implications for foster parents.

The role of a foster parent is extremely difficult, and there is a need for training foster parents to become more effective which, in turn, will have positive effects upon foster children. The PET program, developed in 1962 by Dr. Thomas Gordon, consists of eight 3-hour training sessions and is limited to 25 participants. Through lectures, role-playing and practice, parents learn these communication skills: (1) active listening--the parent learns to reflect back what the child is trying to communicate about his problems in a way that facilitates the child's growth; (2) "I" messages--the parent learns to communicate personal feelings when the problem is his, rather than placing the blame on the child and (3) conflict resolution--working out conflicts so that both parent and child are actively engaged in reading a satisfactory solution. The program also focuses on the problems of using power in the parent-child relationship, and on assessment and modification of parent values.

Additional References

For additional information relating to this subject area please refer to the following documents:

I. Programs for Parents of Very Young Children (Infancy to Age 3)

A. Training Programs for Mothers Outside of the Home ED 039 944
ED 048 941

II. Programs for Parents of Head-Start Aged Children

A. Training Programs for Parents Outside of the Home ED 017 334
ED 027 943
ED 032 920
ED 036 339
ED 037 240
ED 045 206
ED 045 207

B. Home Visitor Programs ED 027 966
ED 027 975
ED 045 190

C. Guides for Home Task Activities ED 023 460
ED 036 327

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